

THE IMPACT OF MANAGEMENT BEHAVIORAL FACTORS ON STUDY PERIOD - A FIELD STUDY AT JORDANIAN PRIVATE COMMUNITY COLLEGES

Dr. Tareq Galeb Abu Orabi

Assistance Professor, Business Administration Department,
Al-Balqa Applied University, Jordan

Dr. Atef Saleh Aladwan

Associate Professor, Business Administration Department,
Al-Balqa Applied University, Jordan

Dr. Feras Sulieman Alshalbee

Associate Professor, MIS Department, Al-Balqa Applied University, Jordan

Dr. Aboud Saleh Ahmad

Fellow, The World Islamic Sciences & Education University (Wise) Jordan

ABSTRACT

Jordan is one of the most Arab countries who have developed his higher education since it was founded as a kingdom, one of the aims of that development was to fulfill its local labor market, and Arab gulf countries with skillful workers in their labor markets. The vocation education in Jordan was one of the first educations to be interested with Private sector established community colleges since the eighth decade of the preceding century under the superintendence off Al-Balqa University. The legislations and regulation taken by the Higher Ministry of Education and Al-Balqa University affected community colleges. This study aimed to explore the impact of the factors played by those colleges (management behavior, college status, and staff behavior) to overcome their lack of students by lengthening the period of the student in the college.

211 students were taken randomly from 3 private community colleges; the valid retained questionnaires were 51 ones. The questionnaire was developed to cover all factors played in the colleges, used 5 levels of Likert scale. This study found a significant impact of the teacher's behavior on the period length of students in the colleges, where the impact of college status was significantly impact on that period.

Key words: Al-Balqa University, management behavior, college status

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1. INTRODUCTION

In 2016 Jordan's total population is 9.5 million, the number of Jordanians is around 6.6 million, thus the percentage of non-Jordanians who reside in the country is around 30.6% of overall population, (Ghazal, Mohammad, 2016).

Jordan government successive policies were interested to develop its manpower or human resources to full fill its domestic market needs and the needs of other countries as Gulf ones. This vision was translated by establishing higher education firms. Due to that; Jordan nowadays has a considerable resource of human capital. In 2015; over half million of Jordanian workers of mostly professionals and skilled laborers, are based on Arab Gulf countries (about 300,000 in Saudi Arabia, and 200,000 in United Emirate) (Jt, 2015). Jordanian Workers' Remittances has one of the world's highest levels of remittances as a proportion of GDP (23 percent in 2009) and remittances are a key source of income and foreign exchange for Jordan. In addition to that remittances to Jordan traditionally have been the largest source of foreign currency earnings and a pillar of economic prosperity (Maimbo, 2005).

2. THE PROBLEM OF THE STUDY

According to the preceding discussion the problem of this study may be stated as "what is the impact of the management behavior in private collages to solve the decreased numbers of students to enroll in them"

This study aims to investigate the influence of the management behavior in private collages to face the shortage of student enrollment due to the mentioned challenges. This aim may be handled into one question:

"Are there an impact of leadership behavior, and staff behavior, and collage status in private community collages on the time of student resident in it?"

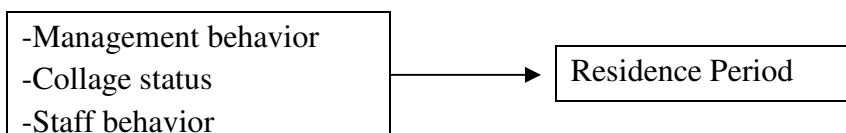
2.1. Objectives of the Study

The aim of this study was to achieve the following objectives:

- 1- Determining the behavioral factors that affect private college's performance.
- 2- To investigate impact of the behavioral factors on residence period.

2.2. Model of the Study

Behavioral Factors



2.3. Hypothesis of the Study

This study stated a general hypothesis as "there is no significant impact at ($p \leq 0.05$) of behavioral factors (management behavior, college status, and staff behavior) on the (residence period in the college); this general hypothesis may be handled into three ones as:

- There is no significant impact at ($p \leq 0.05$) of management behavior on the number of semesters the student resides in the community college,
- There is no significant impact at ($p \leq 0.05$) of college status on the number of semesters the student resides in the community college,
- 3. There is no significant impact at ($p \leq 0.05$) of staff behavior on the number of semesters the student resides in the community college.

3. OPERATIONAL DEFINITIONS

- **Leadership Behavior:** This variable includes all activities done by the management comity to mange and facilitate the daily runtime in the collage, it is defined operationally as the score extracted from the 12 items which are dictated as dimension1 on the questionnaire
- **Collage Status:** This variable includes all conditions and supplies offered by the collage to present good educational climate in the collage. It is defined operationally as the score extracted from the 12 items which are dictated as dimension2 on the questionnaire
- **Staff b=Behavior:** this variable is related with the teaching staff activities including teaching efficiency methodology and evaluation procedure. It is defined operationally as the score extracted from the 14 items which are dictated as dimension2 on the questionnaire.
- **Study Period:** is the residence period or number of semesters or terms in the collage for the student to stay. It is defined operationally by number of terms gained by subtraction of question 4 from q2 on the questionnaire.

4. THEORETICAL FRAMEWORK

4.1. Higher Education in Jordan

In Jordan, there are two levels of higher education (Khader, Fakhri, 2010)

1- Public and private universities offer Bachelor, Master, and PhD degree.

Jordan nowadays established 27 universities, 10 of them are public and the others (17) are private universities. (Ministry of Higher Education and Scientific Research web, 2016)

2- Two year intermediate level programs at public and private community colleges leading to diploma degree. Jordan nowadays have (51) community colleges, (Ministry of Higher Education and Scientific Research web, 2016). 21 colleges were private ones, the others were public ones. All of these collages are administratively, financially and academically by University of AlBalqaa Applied (established in1997) (Jordan education web, 2016)

Before 1980, the diploma degree was given from institutes of male and female teachers, which were administered by the ministry of education in Jordan, at that year these institutes have been converted to community colleges(Ministry of Higher Education and Scientific Research,2016)(2) .The task of these colleges was to train technicians needed in various business sectors through executing two years programs after the General Secondary Education Certificate. The training aims to train technicians in the fields of educational, engineering, commercial, medical assistance, agricultural and social careers” (Ministry of Higher Education and Scientific Research, 2016) (2).

Jordan has been characterized from other countries in the world as it allows the private sector to establish community colleges owned and operated by private entities that aim to make profit The first private community college was established in 1967, and then the establishment of private colleges was accelerated to reach a total of (22) college in 1990. The

year 1990 is regarded as a turning point in the development of higher education in Jordan. (Ministry of Higher Education and Scientific Research, 2016) (2)

In 2014 the number of enrolled students in private colleges reached 2245 thousands of students. The students of the mentioned colleges are the students of low percent in the general secondary school certificate (Tawgehi). The chance for them to study in the public universities depends on the percent level of Tawgehi, which is determined by the ministry of higher education in Jordan every year.

4.2. Challenges Facing Private Colleges

The progress of higher education in Jordan, and the development of higher education in Arab gulf countries create various challenges and obstacles in the Jordan labor market:

- The unemployment among the graduated students from these institutes increased.
- The graduated students level of quality decreased due to the outmoded of the firms trained them.
- The omission of arts, educational and psychological programs from the colleges as University of al Balqa Applied legislated in 2014/2015.
- The percent of Tawgehi grades for admission to the public universities and its colleges was lowered in the past two years; it became (60%) while before that it was 70% which decreased the number of their enrolled students by 40% compared with 1990.

5. BEHAVIORAL FACTORS

5.1. Leadership Behavior

One of the main aspects of social influences is leadership. Leadership has been defined as the ability to influence a group toward the achievement of goals (Shooshtarian & Amini, 2012: 55). Behavior change gives every leader a path forward to increasing impactiveness (www.business-leadership-qualities.com). So that, identifying and developing impactful leadership behavior continues to be important to organizations (Manning & Robertson, 2011: 88). Accordingly, Kouzes and Posner have developed a straightforward series of leadership practices (behaviors) which represented in inspire the vision, model the way, challenge the status quo, encourage the heart, and enabling others to act, these five practices line up well with leadership characteristics and traits (www.business-leadership-qualities.com). Finally, it is widely accepted, that leaders' behavior can affect subordinates, and consequently an organization (Shooshtarian & Amini, 2012: 63). Also, leaders who understand the strengths of their employees and their potential for more responsibility feel confident in enabling others to take control and initiative (www.business-leadership-qualities.com).

There is no significant impact at ($p \leq 0.05$) of management behavior on the number of semesters the student resides in the community college

5.2. Teaching Behavior/ Staff Behavior

Research supports that teachers are the most influential factor in student success (Schumacher, et., 2015: 139). In this regard, an important determinant for successful school innovation is teacher innovative work behavior (Gkorezis, 2016: 1030). Accordingly, teachers have an important role in classroom communication, classroom behavior management, and the achievement of teaching aims (Gelisi, 2007: 96). Finally, successful teachers they utilized multiple strategies when handling the area of classroom management and organization. Also, the structure of the lesson delivery and the different learning styles of students were considered when planning a lesson (Schumacher, et., al, 2015: 139).

There is no significant impact at ($p \leq 0.05$) of college status on the number of semesters the student resides in the community college,

5.3. Collage Status

This variable includes all conditions and supplies offered by the collage to present good educational climate in the collage. It is defined operationally as the score extracted from the 12 items which are dictated as dimension2 on the questionnaire.

There is no significant impact at ($p \leq 0.05$) of staff behavior on the number of semesters the student resides in the community college.

6. LITERATURE REVIEW

In general population is dividing into economic levels according to family income which is correlated with the level of education; diploma degrees are insufficient to achieve a family-supporting income in today's society" <http://issues.org/24-4/zeidenberg>

Assaf (2015) conducted a study to highlight the impact of global financial crisis occurred in 2008–09 on Jordanian Workers' Remittances; he found that the drop in remittances for Jordan resulted in a negative shock of (-0.93%) of GDP

Crosta, 2013 conducted a study to examine the relationship between community college enrollment patterns and two successful student outcomes—credential completion and transfer to a four-year institution. It also introduces a new way of visualizing the various attendance patterns of community college students. Patterns of enrollment intensity (full-time or part-time status) and continuity (enrolling in consecutive terms or skipping one or more terms) are graphed and then clustered according to their salient features. Using data on cohorts of first-time community college students at five colleges in a single state, the study finds that, over an 18-semester period, ten patterns of attendance account for nearly half the students, with the two most common patterns characterized by enrolling in one semester full-time or one semester part-time. Among the remaining students who persisted, there is astounding variation in their patterns of enrollment. Clustering these patterns reveals two relationships: the first is a positive association between enrollment continuity and earning a community college credential, and the second is a positive association between enrollment intensity and likelihood of transfer. (Crosta Peter M. ,2013),

Peter M. Crosta 2013, Intensity and Attachment: How the Chaotic Enrollment Patterns of Community College Students Affect Educational Outcomes, CCRC Working Paper No. 60 Bickerstaff Susan (2012) conducted a paper focused on the academic confidence of students at the outset of their community college careers, the ways in which their confidence may impact student behaviors and persistence, and how student confidence is affected by students' experiences in college. Using data from nearly 100 community college student interviews, this paper examines students' descriptions of their confidence upon entering college and of the shifts in confidence they experienced early in their college careers.

The findings suggest that student confidence is shaped in part by past academic experiences and expectations of college upon entry. The interview data reveal that student confidence is continually shifting as a result of interactions with peers, faculty, and others. The analysis also indicates that academic confidence can impact student motivation and academic behaviors that are associated with success. Importantly, this paper identifies the nature of those experiences that positively reinforce student confidence, events that we term experiences of earned success. Finally, we describe ways to structure classroom and other on-campus environments to create opportunities for students to experience earned success and ultimately enhance their commitment to academic pursuits.

7. METHODOLOGY

7.1. Population and Sample of the Study

This Study took place among private community Colleges in Jordan so the population study composed of Students enrolled in the Second semester of 2016 in all private Community Colleges (422) student, in Jordan, the Researchers administer (211) questionnaires to the Student and gathered (162) yielding response rate of (32%). All data Collection procedure were designed to ensure the anonymity of participation. We took several steps to ensure and establish data validity and reliability. The questionnaire was refined through cautions and rigorous pre-testing in order to provide subjective of assessments of content validity, initial survey in stamens was reviewed by 7 specialists.

7.2. Measurement

All the measurement, items in the present study were adopted from relevant literature with minor modifications and rewarding consistency, all measurement items were measured using a 5- point likert scale ranging from 1(strongly disagree) to 5 (strongly agree) A questionnaire of 38 item was built to handle four domains (see the table below). The reliability of these subscales by using alpha Cronbach formula was:

Table 1

Dimension	No of items	Reliability coefficient
1. leadership behavior	12 items	0.65
2. Status of the collage	12 items	0.60
3. Staff behavior	14 items	0.67

These reliability coefficients are significant (more than 0. 60)

7.3. Data Processing

Negative items weights were reversed, and the mean and standard deviation of each item and each questionnaire dimension was extracted. And multiple regression analysis was done; multiple regression analysis was used to test the hypothesis.

The residual residence period was extracted by computing the subtraction of number of residual hour credits from the entire program they are enrolled divided by the maximum hour credits allowed in one semester.

8. RESULTS OF THE STUDY

It is shown from table (2) that all of dimensions (Management behavior, Status of the collage, and staff behavior) means were more than 0.60 (=3/5), which means that the private colleges are in good situation for teaching and training their students.

Table 2 Means and Standard deviations (SD) of dimensions

Dimension	Mean	SD
leadership behavior	3.20	0.63
Status of the collage	3.19	0.76
staff behavior	3.11	0.79

It is shown from the table above (table 1); that the residual period of residence in the college also is high(>3) semesters if we consider that the sample subjects are the students who pass two semesters according to what this study proposed.

The ordinary period of study in the community colleges are semesters (60 credit hours), the observed delay shown in table 1 may be due to weak performance of the college activities in all dimensions.

For the first dimension (management behavior in the college) the lowest activities (< 3.00) in weights of these activities are handled in the following items:

Table 3

No.	Item	mean	S.D
1	Fees are fit to income	1.74	0.98
10	education level of the staff	2.86	1.31
14	justice in solving problems	2.64	1.34
16	indiscrimination in treatment	2.89	1.28
35	time period of completion subjects	2.62	1.33

The lowest activity facing the subjects is to compromise between fees and their income (mean=1.74). This result may be the greatest problem facing the students of these colleges.

For the second dimension (Status of the collage) the lowest activities in weights (< 3.00) of these activities are handled in the following items:

Table 4

No.	Item	mean	S.D
2	preventing external intervention	2.64	1.40
3	chance to deal with other gender	2.83	1.23
6	Traffic availability	2.74	1.43
9	health care	2.27	1.26
12	whether adaptation	2.85	1.29
15	The use of sports facilities (stadiums)	2.54	1.32

Health care is the most problem in the colleges handled by this study in this dimension, its mean=2.27, followed by the preventing external intervention (2.64), and Traffic availability (2.74).

For the third dimension (staff behavior in the college) the lowest activities (< 3.00) in weights of these activities are handled in the following items:

Table 5

No.	Item	mean	S.D
4	notebooks efficiency	2.61	1.16
5	text books identification	2.44	1.24
28	using of electronic library	2.7	1.20
29	electronic books	2.82	1.31
30	photocopies cost	2.81	1.25

Text books identification is the most problem in the colleges handled by this study in this dimension, its mean=2.44, followed by notebooks efficiency (2.61), and using of electronic library (2.70).according to the general hypothesis of this study which requests about the impact of Management behavior, Status of the collage, and staff behavior on residence period in the college, it seems from table 2 that Management behavior in the college has no significant

Table 5 regression coefficients of independent variables (B, β) and t-test, residence period is the dependent variable

Model	B	Std. Error	β	T	sig	R-square
(Constant)	1.66	1.22		1.35	0.18	0.17 P=0.08
leadership behavior	0.60	0.64	0.22	0.94	0.35	
Status of the collage	-1.30	0.61	-0.57	-2.13	0.04	
staff behavior	1.16	0.56	0.53	2.07	0.04	

The variance percent of the residence period explained by the independent variables is 0.17, which it is not significant at ($p \leq 0.05$).

Impact (prediction coefficient ($B=1.66$, $\beta=0.$), where t-statistic has a value of 0.94, which is not significant at ($p \leq 0.05$). thus the first null hypotheses which talks about the impact of Management behavior on residence period is accepted

It is shown from table2 that Status of the collage dimension has a significant regression coefficient B (-1.30), ($\beta=-0.57$), where t-statistic has a value of -2.13, which is significant at ($p \leq 0.05$). Thus the second null hypotheses which talks about the impact of college status on residence period is rejected

The minus sign of B & β indicates that the climate and the status of the colleges encourage students to finish their study in short time.

It is shown also from table2 that staff behavior dimension has a significant regression coefficient B (1.16),($\beta= 0.53$), where t-statistic has a value of 2.07, which is significant at ($p \leq 0.05$). Thus the third null hypotheses which talks about the impact staff behavior on residence period is rejected

9. CONCLUSION

Although management behavior hasn't a significant direct impact on the student period of residence in the college (see table 2), but indirectly this impact may be founded in the instructions of the college manager about the method of evaluation students by their staff. This issue may need a depth study to investigate this implicit impact.

The college status is not encouraging students to stay more, where the impact of it on the residency period was negatively significant (see table 2). This result explains the claim of lack of healthcare units and sport playgrounds (see results above). The colleges take expensive wages to use it; on the other hand colleges rent these facilities to external renters.

The shred variance between variables in the equation is low (0.17). This indicates that there are external factors out of the college may affect the length of residency more than that of the handled factors by the study. This conclusion may propose to conduct more studies to explore those factors.

10. RECOMMENDATIONS

The results of this study indicate the importance of evaluating the community collages on student affairs including their academic performance, and economic status.

Beside that the albalqaa University must do direct guidance and supervision about the performance and the process run inside these collages to insure their quality of performance

Balqa University may conduct monitoring studies about community college student's achievement to develop the education system of the collages.

Balqa University ought to conduct annually exploring studies about domestic labor market to adapt the programs of the collages to full fill the needs of this market.

The collages may establish guidance units to contact directly with establishments of work in the local labor market to facilitate their student's employment .

The Balqa University may coordinate with the ministry of labor in Jordan and other international agencies to identify the needs of their local labor markets.

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